



LATIN-ENGLISH GAME...

Football Fans

The 1986 annual Latin-English football game was the 100th in the longest unbroken series in football history. Once again, the game was held at BU's Nickerson Field.

For this, the centennial game in the series, which began in 1887, the turnout of alumni was even greater than usual.

In a special pre-game ceremony, captains of

previous Latin and English teams were presented commemorative medallions. During the game, old friends once again found each other in the stands and shared memories of their school days. Fans cheered enthusiastically for both teams.

The purple masses waved their pom-poms and pennants to the music of the '86 football band, led by Matthew Ritchie and Gabe Largess. The cheerleaders



THE RALLY!

cheered as the players played, and the Wolfpack Bombed the Blue.

The deportment of the fans at the game was excellent, a fine display of sportsmanship. However, on Monday morning a negative note was struck when students arriving at both Latin and English saw purple spray paint desecrating both buildings. As Dr. Desmond noted in the daily bulletin: "The fools who painted the stones at Eng-

lish High, and spray painted the back of our own building are a disgrace to Latin School and themselves."

On Monday morning a delegation of students representing the senior class, the student council and the football team met with English Headmaster Smith, apologizing for the puerile behavior of a few and offering assistance in cleaning up the mess.

Latin-English

The scoreboard said it all. Under sunny but chilly skies a hungry BLS squad destroyed a badly undermanned English team in one of history's biggest blowouts.

During the pre-game festivities medallions commemorating the centennial of the game were given to past captains as Mayor Flynn and Superintendent Wilson threw the football around with an approximate completion rate of 40%.

Although English won the coin flip, they graciously handed the ball over deep in their own end as they fumbled the kickoff. After Latin's Ed Burley recovered, BLS established a punishing ground attack. The Alieu-McGonagle combination proved too much for the English defense. The result: a touchdown by Alieu from the one. Pat McKeigue then hit McGonagle in the end zone for a two-point conversion.

On the ensuing kickoff English again blundered, downing the ball at its own one. The Pack tackled the English QB in the end-zone for a safety.

After the free kick, Latin began from deep in its own territory, but had no trouble marching down the field for another TD and another two-pointer. The score was 18-0 with time still left in the first quarter.

On its next possession English managed one play before turning the ball over again on a fumble. This time the Blue held the Purple, forcing a Latin punt.

Early in the second quarter, Eddie Chrispin recovered an errant English snap, leading to another score: 24-0. BLS scored another touchdown before the intermission, and English finally had a little success moving the ball. Halftime score: Latin 32-English 0.

The third quarter was more evenly played by both teams. Late in the quarter English scored its only touchdown, escaping a shut-out. The final touchdown was scored by BLS junior Kevin McGonagle on yet another rush.

Thus ended the centennial edition of the Latin-English Thanksgiving rivalry, 40-6. Latin holds a decisive advantage in the series: 52-35-13.

THE ARGO

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TEEN PREGNANCY

TEEN PREGNANCY

In recent years, the epidemic of teen pregnancies, especially in large urban school systems, and now also prevalent in suburban systems, has forced administrators to enact bold new programs. Superintendent of the Boston Public Schools, Laval Wilson, faced by 1074 teen pregnancies in 1983 and 1132 in 1984, proposed a plan to the school committee, which would establish in two high schools and two middle schools, clinics which would be authorized to dispense contraceptives. This action was provoked by a 60% drop out rate by teen mothers in the Boston School system.

These clinic proposals have yet to be passed by the school committee and are still in the midst of heated debate. Supporters have argued that teens are not comfortable talking about the subject of sex to parents. Some even fear reprisals. The schools may be a method to alleviate this problem. The anti-clinic supporters argue from a point of morality. This group argues that it will promote promiscuity and take away from the education of the student. "Educate, not medicate." Opponents of the clinic plan also state that there are already roughly twenty-four neighborhood clinics, which are readily accessible to teens. However, proponents have charged that these clinics are currently failing to provide for the needs of the adolescent mother.

Often cited is the program currently run in Chicago at Dusable High. Approximately one-third of the female student body was pregnant. Despite criticism from church and parent groups, the Chicago school system decided to go ahead and dispense birth control and provide counseling without parental consent.

According to our poll, run in classes VI, IV, II, and I, the student body agrees that

- 1) there is a need for clinics that dispense birth control
- 2) the proposal to put birth control in the BPS is valid, and
- 3) parental permission should not be required

The opinions do, however, become more and more conservative through the older classes, resulting in a 60% to 40% affirmative on

question one in the senior class. Some comments include:

"If they are ready to have sex, then they should take the responsibilities."

"I think there is a need for birth control, but if it is made easily available in schools, the need will increase and it will encourage sexual activity without discretion, which can lead to much more serious problems."

"Pregnancy has become a great problem and teenagers need help not only from their parents but from schools."

"This is a wonderful solution to the problem of teen pregnancy and the dropout rate (there is a direct correlation). By all means, yes!! It is necessary..."

Survey: Birth control in schools

1. Do you think there is a need for clinics that dispense birth control in schools?
2. Do you support the proposal to put clinics with birth control in the four Boston Public Schools?
3. Do you think that a student should have parental permission before they can receive it?

class	question 1		question 2		question 3	
	yes%	no%	yes%	no%	yes%	no%
VI	80	20	74	26	40	60
IV	70	30	68	32	38	62
II	61	39	58	42	40	60
I	60	40	56	44	23	77

REGAN REVIEW



Dracula
Izi Stahl

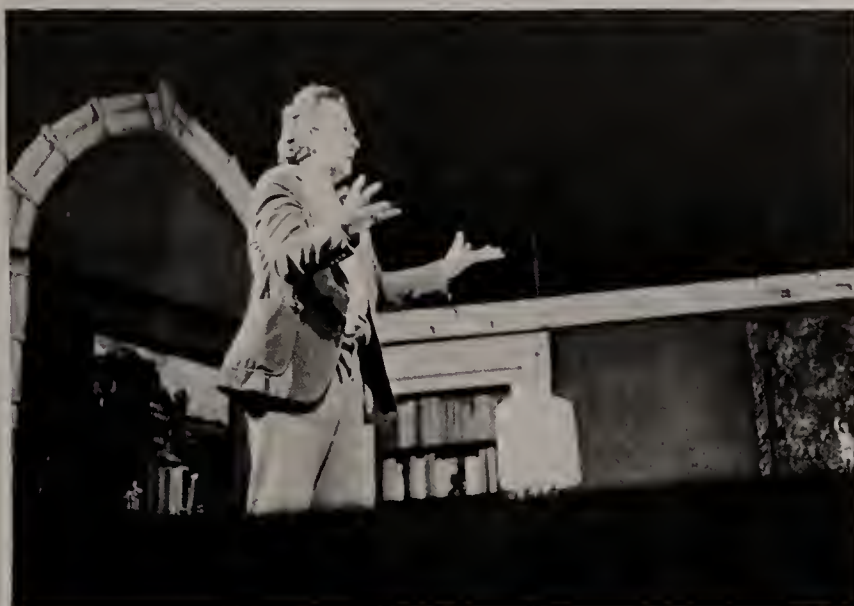
Dracula, presented by the Mission Hill Theatre at 8:00 pm on October 23, 24, 24, 31, and November 1, 1986, featured Boston Latin's famed Jack (Mr.) Regan as Abraham Van Helsing, or the guy who busts that nasty man, Dracula.

The curtain opens on a tastefully decorated English library in Dr. Seward's sanatorium. Two men, a father and a fiancée, are pacing the room, filled with anxiety for their lovely Lucy, who is intensely ill. Two distinctive red marks are discovered on her neck, and a suave Count Dracula, who just happened to be in the area, is eyed suspiciously, chiefly by the learned Dr. Van Helsing, imported express from Sweden, accent and all.

Sound familiar? It is. But don't let familiarity fool you. This is a terrific production. The script, although corny, is played up to a

point that its hokeyness is not irritating, but entertaining. Of course, a great deal of the show's success is due to Mr. Regan, whose vitality and continuous violent finger twisting catches your eye and holds it. Some other terrific performances include Richard Randall, the model slash rock musician slash orthodontist who plays Dracula himself, Bob Cotto, who plays the crazed Renfield, one of the inmates at the sanatorium, and Fatima Mahdi, who plays the lively maid Miss Wells.

Although the show itself was worth \$3.00, the best part of the evening was speaking to Mr. Regan afterwards. He was so friendly and so happy to have us there. He even introduced us to Dracula ("Drac") as "his kids", and let us take numerous pictures. It was also interesting to know what he did in his spare time. It makes you wonder: What do the rest of these masters do after 2:00 in the afternoon...?



Vere's de vooden shtake?

CONGRATULATIONS!

By Cathy Chiu

Two days before the famous Latin-English game that made history, the girls from the junior and senior class made their own history at their powder puff football game. For the past several years, the juniors have always won. However, this year's seniors took the game by a storm, winning with a score of 42-0. In

their lost, the juniors showed great sportsmanship by congratulating the seniors with signs in their hallway such as "Winners you are, losers we are."

Although the game was not very well publicized, the fans turned out in crowds to cheer on their teams. The Argo would like to congratulate both teams for an outstanding game.



Juniors planning their strategy!!



The winning team!!

weapons

"Boston students caught carrying weapons in school will be ordered to a special discipline center for a minimum of three days under a plan proposed by Superintendent Laval Wilson."

Included in this plan is a change in the code of discipline. Students who are caught with a weapon will be sent to this center. Any student who doesn't show up will be expelled. If a student is caught for the second time, they will be expelled. Chairman of the safety panel of the School Committee, Joe Casper, was very much in favor of this idea.

Deputy superintendent Joe McDonough, who drafted the plan, said sixty-nine weapons, mostly knives, have already been found this year. The number at this time lastt year was forty-two.

The center for this plan would be the Barren School in Hyde Park, which is now closed. Students would attend for up to ten days and would not be allowed to return to school until their parents met with school officials.

The problem that some students may work after school and some feel that they need to carry a weapon for protection has not been addressed.

THE NEW KIDS ON THE BLOCK...

ms. edwards

by John Radoata

This year Boston Latin School has been graced with several new members of the faculty and administration. One of these additions is Mrs. Paula M. Edwards, the new Assistant Headmaster. Recently I had the chance to talk to Mrs. Edwards and find out what she's really like.

Mrs. Edwards is a native of Boston, and did her undergraduate work at Boston College. After that she received her Master of Education and MBA from Boston University. Having started teaching at the middle school level, she has also taught at the High School and College levels. Most recently, Mrs. Edwards taught English at Boston Tech. She also held the position of Headmaster at the Boston Summer High School.

I asked Mrs. Edwards what her feelings were upon arriving at Latin. She said she missed Tech, but likes it here, and plans to stay awhile. What does she think of the students? She says that "they are exceptional, polite, conscientious, and self-reliant." Mrs. Edwards went on to say that the faculty is very supportive, and the custodians "super." "It's good working with Mr. Vara and Dr. Desmond," she added.

At home, the recently married Mrs. Edwards likes to stay busy painting or reading. "I thirst for things to read," she said, "it could be anything." She likes pop music, or contemporary jazz when she wants quiet. Television holds her attention only a little while, and she doesn't "touch plants."

So what can we expect from our new Assistant Headmaster? Mrs. Edwards said she will work with and for the students. They are her primary concern, and that's why she became a teacher. She tries to be "fair and honest, and to do a good job," but she "will not tolerate disrespect" and believes "all expectations should be met."

I asked Mrs. Edwards if she had any advice for the students at Latin. "Be the best person you can be in this life," she said, "There will be disappointment, but it'll be easily overcome."

mr. torres

by Vincent Lau

For all of you who had XGUID under your guidance counselor block on your report card last term, let me introduce your new guidance counselor, Mr. Luis Torres.

Although Mr. Torrea was originally from San Juan, Puerto Rico, he attended Northeastern University here in Boston. Later, he studied at Boston University, from which he received his Masters degree in Counseling Psychology in 1978. Mr. Torres was at English High (6 years) and at Dorchester High (3 years), also as a guidance counselor, prior to his present position.

When asked why he chose the profession as a counselor, he stated that there was the need. He felt a need for Hispanic professionals in the field of counseling, and because of this, doors were open to him. Thus he took on this profession, knowing that he would not have much difficulty in finding a job.

In commenting, he is very pleased with his present job and adds that our guidance department is very capable of handling all necessary support services for the students. He sees it as a team of guidance counselors working together. He also stated that students here at Boston Latin are very responsible and conscientious of their work. In conclusion, he said, "In order to succeed, students need support."

ms. schultz

by Sylvia Chu

A new addition to our language department is Ms. Bennette A. Shultz, who teaches French, Spanish, and Latin here at BLS. She has received a BA in Latin and French at Harvard-Radcliffe and a MA in Latin at Yale University. Knowing three languages, you'd think she would be happy, but she still plans to study Greek in order to fill a "void" that she feels that she has for never having learned it.

Miss Shultz has taught for twenty years, mostly in secondary schools, and has previously taught at Milton Academy. Boston Latin is her first taste of the Boston Public Schools. She finds the faculty very supportive and enjoys teaching Latin again.

mr. izzo

Mr. Izzo, a science teacher at our school, was interviewed on October 24 on his educational background and his thoughts of Boston Latin School.

Ricardo Izzo went to Boston Latin for four years but then transferred to Brighton High where he graduated to go on to Northeastern University to get his undergraduate degree in Biochemistry. Following Northeastern was Boston College where he received his graduate degree in Biochemistry.

After many years of teaching, Mr. Izzo has returned to our school, but this time he is the teacher not the student. He likes Boston Latin better now than before. He says it is a lot less disciplined than during his day but he counts the current co-ed atmosphere as an improvement. MISDEMEANOR marks are now considered "fun", but he says he doesn't use them much.

Among Mr. Izzo's points of view is his belief that females are "smarter" than males at the age of 14 and 15. When we asked him about his opinions on the students, faculty, and the administration, Mr. Izzo responded that the faculty is very nice and that the administration is very supportive. The students are "polite and of nice caliber quality". The question is whether he'll feel the same way at the end of the year.

ms. carter

Ms. Linda Marie Carter, presently an English teacher at BLS, was born in Boston. After graduating from Boston Latin Academy, she furthered her education in the Liberal Arts at Vassar College, majoring in Drama and Film.

Since she enjoyed working with kids, Ms. Carter had planned to teach drama. Because there were not many openings, she decided to teach English, which is closely related to drama. Her chief interests are in drama, literature, and writing.

Ms. Carter formerly taught at Jamaica Plain High School. Having graduated from Boston Latin Academy, Ms. Carter thought it would be rewarding to work with youngsters who have been given the same opportunity she had in high school.

"Cooperative, self-motivated, enthusiastic about learning": are terms Ms. Carter uses to describe her students; therefore, she believes it will be a pleasure to teach at Boston Latin School.

mr. archung

by Vincent Lau

Let me introduce you to one of our new teachers here at BLS, Mr. Archung. Some of you might have seen or heard of him already from last year, when he was a substitute here; so why is he back?

Before we get to that question, let's get a look into his background! Born and raised in Boston, Mr. Archung attended Hampshire College in Amherst, Massachusetts, as a biology major. Afterwards, he became a SCUBA diving instructor and he also had a job as a "HEAD HUNTER". This is the technical term for an executive search consultant. It was mainly his job as a "HEAD HUNTER" that exposed him to the field of computers, since he was associated with many computer engineers. "Fascinated" and "self-taught" are the words Mr. Archung uses to describe himself upon entering Harvard University for a Masters degree, where he studied in Management Information Systems (information systems based on the use of computers).

In answer to the previous question, Mr. Archung, encouraged by friends and family that he was the teacher-type, said that he has decided to try teaching for at least a year.

In commenting, he is pleased that the student body here at BLS has a higher average (intellectually) than those of other schools. He feels, however, that we, as students, should be more serious and supportive of one another. Also in reference to the computer curriculum at BLS, he feels that a full year course would be very beneficial to the students. "In addition, the younger members of the student body should also be exposed to computers", he states. Generally, he adds that more computer resources should be available for all students, not only at BLS.

Prior to teaching at BLS, he taught in New Jersey as well as in Massachusetts (Newton, to be exact). He instructed students at the Spencer Elementary, Martin Luther King Junior Elementary, and Curley Elementary.

Mr. Taylor enjoys listening to Jazz, Classical, and contemporary music, especially to Freddie Hubbard and Maurice Andre, a renowned musician who is currently performing in France. His favorite songs are those by Maurice Andre and he also enjoys listening to the Hadyn Concerto.

This talented musician has played jazz in many night clubs all over Boston and has performed on Broadway. He hopes to see that the three songs he wrote for Stevie Wonder reach the top of the charts!

ms. middleton

Ms. Middleton is one of the new teachers in our English department. She is by far a lively addition to our teaching staff. I thoroughly enjoyed my interview with her. Before coming to Latin School, Ms. Middleton taught at Boston Technical High School and at Boston High School. In her own words, she enjoys teaching because she loves children and she treats her students with ease. Although Ms. Middleton is used to teaching upper grades, she is now becoming accustomed to teaching sixies.

mr. taylor

Interview with Mr. Taylor

Mr. Taylor is the latest addition to the staff of Boston Latin's fine music department. He can be found in room 003. For those prospective musicians out there, he teaches the use of the clarinet, saxophone, flute, trumpet, trombone, french horn, and drums. He is also adept with the violin and piano as well. Mr. Taylor also has General Music classes for seventh-graders.

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fund raising

Fundraising is a major activity in various clubs throughout the school this year.

Most clubs are brainstorming to think of ideas to raise money. Ideas range from the more customary selling of candy to that of blackmail. As one can see, some clubs are really getting desperate for cash! However, even the more conventional ideas are different. Some of the new ideas include a rock concert in a collaboration between De Cantu, the school's music magazine, and Student Leadership. This concert will benefit Project Bread. The annual magazine drive will also be a great help in raising money for student activities.

It will be interesting to see what other ideas our clubs come up with in their need for money.

ALUMNI QUOTATIONS

A foolish consistency is the hobgoblin of little minds.

-Emerson

Whoso would be a man must be a non-conformist.

-Emerson

For everything you have missed, you have gained something else; and for everything you gain, you lose something.

-Emerson

Two may talk and one may hear, but three cannot take part in a conversation of the most sincere and searching sort.

-Emerson

The only reward of virtue is virtue; the only way to have a friend is to be one.

-Emerson

Nothing great was ever achieved without enthusiasm.

-Emerson

Nothing astonishes men so much as common sense and plain dealing.

-Emerson

The reward of a thing well done is to have done it.

-Emerson

I hate quotations. Tell me what you know.

-Emerson

Every hero becomes a bore at last.

-Emerson

Great geniuses have the shortest biographies.

-Emerson

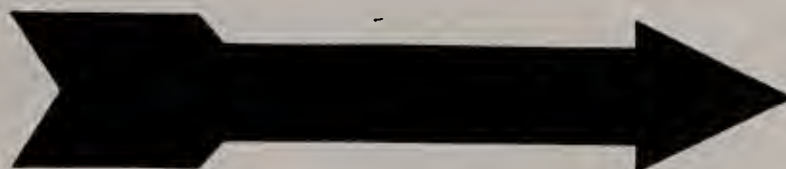
One of the benefits of a college education is to show the boy its little avail.

-Emerson

Shallow men believe in luck.

-Emerson

BLOODMOBILE



✦ American Red Cross Blood Services - Northeast Region

The BLS annual Blood Drive on November 10 was another great success, with eighty-eight pints of blood donated. Much thanks to all those brave souls who donated their blood.

THE ARGO SCRAPBOOK...

CONGRATULATIONS AGAIN!!

Congratulations to the Girl's Volleyball Team for winning the Central Division Championship. An outstanding performance from



the whole group: Suzanne Bavineau, Betsy Kennedy, Angela Lee, Aviril Roberts, Christine Sullivan, Amanda White, Leona Wong, Sui Chi Wong, and their manager Dawn Sullivan. Also congratulations to the person who helped them achieve this success, coach Vivian Woo.



Good luck to Sue, who won't be here next year!

We hope you will all support the team next year when we win Allstate and become the best in Massachusetts.



SAVE THE CHILDREN

by Cecilia Wu and Cathy Chiu



Fred Chiradza age 9

date of birth: 6/15/77

Fred is a quiet Zimbabwean boy who lives with his parents, four sisters and four brothers in Shingja village in the eastern highlands of Zimbabwe. Fred is in grade 3 at Shingja school and he likes games.

Please send letters or packages to the address below and include the sponsorship number in the letter:

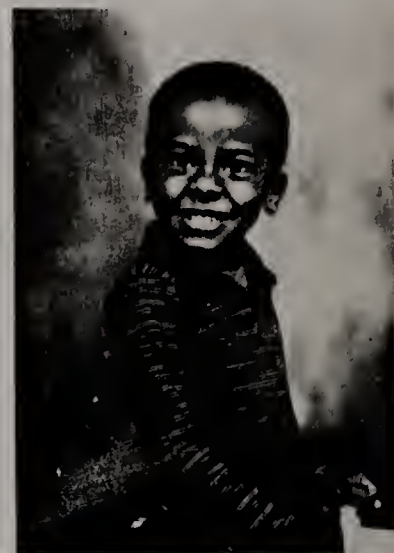
Fred Chiradza
Sponsorship#45-76-05629
c/o Save the Children
Zimbabwe Field Office
P.O. Box 2908
Harare
Africa

The senior class is currently involved in a project to fight poverty. The "Save the Children" program is a private organization committed to improve the lives of needy children around the world. The purpose of this program, is not merely, as many probably think, to feed the hungry. That is only one of the many services offered to the children. Other vital services include education, training, and counseling. Each child and his or her family are counseled. The "Save the Children" sponsorship program deeply stresses the importance of a good family and community life for a child's well-being.

Initiated by Class

President Julius Babbitt in an endeavor to unify the senior class in the participation of one major project, each senior pays just 50 cents per month to sponsor five children. The cost of sponsoring one child is \$16 per month. The five children sponsored this year come from Kentucky, Virginia, New Mexico, Thailand, and Zimbabwe.

The Junior class is also currently planning to sponsor several children through this program. Julius Babbitt and the senior class officers are helping them with this endeavor. We hope this will become another one of those famous Boston Latin School traditions.



Keith Roberts age 5

date of birth: 4/23/81

Keith is a bright child, who lives in rural Halifax County, Virginia, where many of the dwellings are sub-standard and without indoor plumbing. He is presently in kindergarten and likes to sing. He lives with his mother Rosa Roberts.

Please send letters or packages to the address below and include the sponsorship number on the letter:

Keith Roberts
Sponsorship#20-46-07841
c/o Ms. Queen Bouldin
Save the Children
P.O. Box 119
Halifax, Virginia 24558



Christopher Trujillo
age 4

date of birth: 10/3/82

Christopher is currently attending the Laguna Headstart Center, which is located in the Pueblo. He

is a healthy boy who enjoys coloring, painting and swimming. The Pueblo native dialect is Keres; Christopher does not speak this dialect, so English is spoken.

There are four family members living in a Low Income Housing Home (HUD), in the community of Casa Blanca. They are fortunate to have the modern conveniences of electricity and indoor plumbing. Christopher's family consist of his father, Marvin; his mother, Sally and his brother, Marvin Jr.

If you want to write to Christopher, please send the letters to the address below and include the sponsorship number in the letter:

Christopher Trujillo
Sponsorship#35-46-10596
c/o Save the Children
129 Jackson, NE
Albuquerque, NM 87108



Somjai Foongsuk age 8

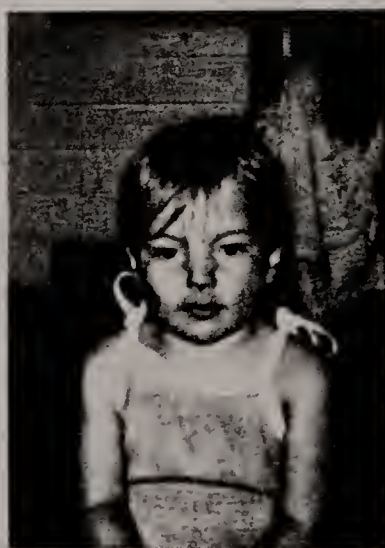
date of birth: 11/05/79

Somjai is an affectionate six year old girl who lives in Phai Sali with her mother, Saipin and her father, Prajueab and one other family member in a

brown house on stilts. She is in kindergarten and her favorite subject is art. She also enjoys swimming and fishing with her friends.

If you are interested in writing to her, please send the letters to the address below and include the sponsorship number on the letters:

Somjai Foongsuk
Sponsorship#49-76-03407
c/o Save the Children
P.O. Box 49
Nakhon Sawan
Thailand 6000



Joyce Ann McQueen age 3

date of birth: 7/5/83

Joyce is a happy, active little girl who is in good health and has no special problems. Her favorite pastimes include playing with stuffed animals, looking at books, watching cartoons, and playing house. She lives with her father, mother, and her brother Jessie Paul.

Please send letters and packages to the address below and include the sponsorship number on the letters:

Joyce Ann McQueen
Sponsorship#15-46-26139
c/o Save the Children
Appalachia Field Office
P.O. Box 319
Berea, Kentucky 40403

LETTERS FROM THE DIRECTORS

Dear Sir,

"Sawadee"

Our office in Westport has just written telling us that you will be sponsoring Somjai. We've also been informed that you are a sponsor for four children in other countries. Thank you for the caring you show with such generosity.

The program in Thailand has been in operation for almost three years. I'm sure that, from the information you have received from other Save the Children programs, that you already have a good understanding about how we work and what we hope to achieve.

Despite the fact that Thailand is developing quickly, families in rural areas are generally left behind in this rapid growth. Somjai comes from an area where the lack of adequate water resources leads to poor crop yields, low income, debt and health problems.

Since Save the Children began working in Phai Sali our field staff have been assessing what needs to be done and how our team, our sponsors and the villagers can help. In all eleven communities where we are working, village leaders, women and youth groups, community members and local government staff have come together to discuss what needs to be done. In this way the villagers have been involved in their own development from the very beginning.

With Save the Children's support, villagers in Phai Sali have planned and implemented projects to deal with such problems

as drinking water, water for domestic use, seed grain, family income, and sanitation. As each project has developed new skills have been learned, confidence has increased, experience in the development process has been gained. This has generated new awareness problems of old problems, with new ideas to solve them. Hopefully this will mean that Somjai's community will no longer be left behind in Thailand's push for development... and that Somjai will have greater opportunities for health and happiness in the future.

You will find an information sheet attached which gives you some guidelines if you wish to write to your sponsored child. Once again, many thanks for your support.

Warm regards,
Kenneth Forman
Director
Save the Children

*

Dear Sponsors:

On behalf of the New Mexico Indian Nations Program, I welcome you into our family of sponsors. We appreciate your concern and interest in the New Mexico Indian Children and your participation in our program to improve their lives and to help give them a better future.

Save the Children's approach to the well-being of the children is community-based development, a self-help concept, organized and administered by local people. Our program works to unite the child, the family and the community in development projects

aimed at improving the total environment, therefore, it is designed to ensure that all children in the community receive benefits, perhaps, related to education, health, nutrition or other priority needs. Under this program, your funds are pooled and used in community projects to improve the community where your sponsored child lives. Not only does this provide long range benefits but it also supports the desire of the Indian people to become self-supporting and determine their own future. Thus, your sponsorship dollars, together with funds from other sponsors, will be used to address the needs identified by parents where your sponsored child lives.

Your sponsored child has been informed of this assignment, therefore, if you would like to write, please do so through our field office. Enclosed is additional information regarding our sponsorship program, which, we hope will answer some of the questions you may have. We have also included information about the community where your contributions will be used.

Thank you for your interest and support. We hope your association with our program will be rewarding to you and your sponsored child.

Sincerely,
Miss Helen B. Gachupin
for Jim Trujillo

*

Dear Boston Latin School Senior Class,

On behalf of Keith Roberts and the staff of Save the Children, we would like to welcome you to the Southern States Program. We appreciate your concern for the poorest of America's poor and your commitment toward building a better future for the children of Halifax.

In our community reports, we will keep you in touch with the children and projects in your sponsored community, as well as those of the entire Southern States program. We wish you could observe the changes that occur in the lives of many of these children. After all, without the collective support provided by sponsors, the Southern States program would not exist.

If you would like to develop a one-on-one relationship with Keith, we suggest that you write to him or an adult family member. In the interest of time, it would be best for you to send letters and packages directly to his community. The address is as follows:

Keith Roberts
c/o Save the Children
P.O. Box 119
Halifax, Virginia 24558

UPS:
Route 1, Box 263
Clover, Virginia 24534

Here's hoping that you and Keith will enjoy a long and rewarding relationship. Please call on us if there is anything that we can do to make your sponsorship more worthwhile.

Sincerely,
Nancy E. Travis

Magazine Drive School

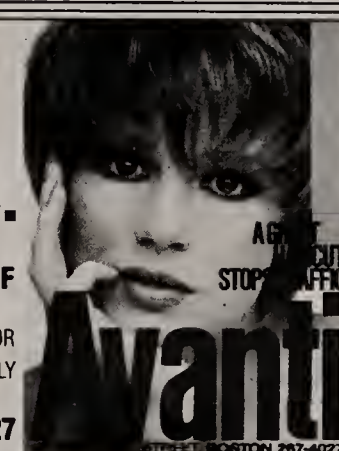
Magazine Drive

The Boston Latin School magazine drive, a fundraiser for student activities, concluded on December 1. Students sold over \$20,000 in magazines and records for the second year in succession. The profit to the school, all for the benefit of students, will be more than \$7,000.

Renovations

School Renovations

Plans are finally underway for the renovation of the BLS School building. It is expected that work may begin in January, 1988. In future issues the ARGO will report on some of the details.



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BOYS' SOCCER

A Program on the Rise

After many years of frustration in one of the toughest, if not the toughest league in eastern Massachusetts, the BLS boys' soccer team is headed toward respectability. Under the guidance and direction of coach Rick Sewall, the team has made tremendous strides in the past two years. They have gained respect from their opponents, which was not always the case, and have established themselves as an up-and-coming team.

The improvement that the team has made stems from the hard work the players have committed themselves to. Starting with daily workouts of four hours in the pre-season, the team has worked hard to establish Boston Latin as a contender in the Dual County League in the years to come. Many of the players have also worked hard on their game in the off-season and it is paying off.

With perennial powerhouses Acton-Boxboro and Concord-Carlisle in the league, the road to suc-

cess is a hard one. Nevertheless, there is much optimism. Cosch Sewall said that one of the advantages of the team lies in its youth, with an abundance of freshman and sophomore starters. Games that used to be over in ten minutes are now well contested. In games against Bedford and Weston within a one-week span, the team suffered two tough losses by the score of 2-0. It is quite an accomplishment, considering the fact that merely two years ago, games against these schools ended with lopsided results of 8-0, 10-0, and worse. The team, after 10 of the 14 games, has already doubled their goals production from last year.

The past season can be termed a success for the soccer program. It took one large step in establishing itself as a contender in the league. It will be a pleasure to see BLS be competitive in the most popular, in terms of participation, scholastic sport in the United States.

by Rasekh Haq

FOREIGN EXCHANGE

Find your Exchange Program Now.

Going abroad seems to be the craze lately and exchange programs are hot items. Everyone is talking about which continent they would like to see, which country they would like to visit, or which foreign city they would like to explore. One thing most people are not sure about, however, is where to find the right program.

Below are listed some exchange programs. To receive information, just send a postcard requesting their brochures. BLS students who went on the programs last years are listed below it. If you have any questions concerning the program, feel free to ask them about it. Good Luck!

American Institute For Foreign Study
102 Greenwich Avenue
Greenwich, Connecticut 06830

Boston/Strasbourg Sister City Association
59 Temple Place,
Suite 608
Boston, Mass. 02111
Adam Faye 131 or
Julius Babbitt 133
(France only)

Congress-Bundestag Youth Exchange Office
3501 Newark St. N.W.
Washington, D.C. 20016
(Germany only)

Goethe Institute Boston
170 Beacon Street
Boston, Mass. 02116
Dorian Wood 123

Experiment In International Living
Kipling Road
Brattleboro, VT 05301
Joanne Cullinane
H.R. 132 (Japan)

Open Door Exchange
124 E. Merrick Road
P.O. Box 1150
Valley Stream, New York 11582
Beth Hastie 104
(Germany)

Youth For Understanding International Exchange
3501 Newark St. N.W.
Washington D.C. 20016
Marie O'Brien
(France)

For scholarship information including all of these programs, contact:
Boston International Youth Exchange Project
25 West Street
Boston, Mass. 02111
or call Linda MacGregor at 451-6145



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- Ball & Pivot
- Straight Edge
- Rapture of the Deep

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Concert
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Homeless

*Help
Support

Project
Bread

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Tickets \$6.00 in advance
\$7.00 at the door

-(any contributions are welcome)-

Tickets before
school in the
front lobby.

COLLEGE GUIDE

A College Board student committee has issued a set of guidelines for students who are considering using the services of any financial aid computer search company which offers to match students with sources of financial aid.

The guidelines, developed by the Student Advisory Committee of the College Scholarship Service (CSS), the Board's financial aid division, suggest that, before using such services, students and their parents should try to establish the credibility of the computer search operation.

"Many of these computer search companies claim to be able to locate otherwise untapped dollars for a student's education," said Haskell Rhett, the College Board's vice president for student assistance services.

"However," he added, "at least two state agency studies—one in California and one in Illinois—have suggested that commercial computer search services may be ineffective in

matching students with aid that they actually receive."

Mr. Rhett said that the student committee devised a series of questions that students should consider, but warned that positive answers to the questions would not guarantee that a student who used the service would actually receive any funds, but would indicate only that the service searched in a credible way.

The student guidelines, which have been distributed to directors of guidance and financial aid administrators nationwide, consist of the following questions for student consideration:

*If the company suggests that large amounts of aid currently are not being used, how does it document the statement?

*How many financial aid sources exist in the company's computer file? Does the company maintain its own file of sources, or does it use the file of some other company or service?

*Is there a minimum number of sources provided

by the company? are the listings in the form of scholarships, work, loans, or contests? Do they include federal and state programs for which the student will be considered through the regular financial aid process?

*How often does the company update its list of aid sources? Does the company check to confirm that the source still exists, and that data concerning application deadlines and eligibility criteria are current?

*Can the student apply directly to the aid sources provided by the company, or must he/she be recommended for consideration by some other person or group? Are there application fees for the sources provided?

*How long will you have to wait for the information? Will the list of aid sources be received prior to application deadlines?

*What characteristics are used to match students with aid sources?

*How successful have previous participants been in obtaining funds from

aid sources identified by the company?

*Will the company refund the program fee if aid sources are incorrectly matched with your qualifications, if aid sources no longer exist or fail to reply, or if application deadlines for aid sources have already passed when the information is received?

"The feedback we've received on the guidelines so far has been extremely positive," said Hedy Chang, chair of the Student Advisory Committee and a senior at Occidental College, California. "High school counselors are using the questions with their students and some admissions officers are distributing them at high school college nights."

In addition to the guidelines, the CSS student committee suggests you refer to publications which list sources of financial aid, and consult your high school guidance counselor, local library, college financial aid office, or academic department for other resources.

CALENDAR: 1986 - 1987

November

☐ Find out from the colleges to which you are seeking admission exactly what forms you need to complete in order to start the process. You usually can get copies of the College Scholarship Service's Financial Aid Form (FAF), the American College Testing Program's Family Financial Statement (FIS), and other forms from your high school counselor. Some colleges also have their own financial aid applications that you must complete in addition.

☐ Complete the first draft of your essay this month and start to revise it.

☐ **November 1 to 15:** Most colleges using "early decision" admissions require test scores and applications on these dates. There are two types of policies. One type requires the student to withdraw applications from all other colleges as soon as he or she is accepted by the first-choice college. The other type allows the student to apply only to the first-choice college, unless the student is rejected by that college. Students must apply by November 15 and are notified by colleges by December 15.

☐ Fill out applications for early decision, early action, or rolling admissions candidacy.

☐ A counselor usually sends a copy of your high school grades to colleges. Return the proper forms to your counselor at least two weeks before colleges require them.

December

☐ Begin completing your Financial Aid Form and other student aid applications. To avoid costly delays in processing your applications, make sure to fill out the FAF

and other forms completely, accurately, and legibly. You do not need to wait until you have received W-2 statements from employers to begin working on the FAF, but you should not actually mail the form until January 1, 1987.

☐ Some colleges may have their own financial aid application forms. Fill them out and return them when you apply for admission.

☐ Check deadlines for state government-sponsored student aid programs with your guidance counselor and obtain the forms you need to apply. In many states, you can use the FAF to apply for state aid.

☐ Complete your essays. Type them and be sure they are clean, neat, attractive, grammatically correct, interesting, and easy to read. Keep copies.

☐ Give your counselor, principal, or designated office sufficient time to complete the "Secondary School Report" section of your college application forms.

☐ **December 15:** This is the usual deadline to apply to some selective colleges. Others have deadlines in February or later. Be sure to apply on time to colleges you have selected.

January

☐ Make sure you *sign* and *date* your financial aid applications and send them in as soon as possible after January 1, 1987. You can use the FAF to apply for all forms of federal aid including Pell Grants, as well as for state government-sponsored student assistance in many states. Ask your counselor for details.

February

☐ Men who are 18 years old or over must prove draft registration in order to receive federal financial aid. Inquire at your local post office about providing this information.

March

☐ In your strongest courses, consider taking the AP examinations or CLEP tests. Talk to your teachers and ask the counseling office for CLEP and AP test registration dates.

☐ If you are applying to more than one college, carefully rank your preferences by location, academic program, and the other characteristics that are important to you. Does their final ranking match your "gut" feeling?

☐ Using your ranking, plan how to take full advantage of the academic, social, and other resources at your preferred colleges. Seek out college alumni and students for tips.

April

☐ Application deadlines for many colleges occur this month. Be sure to meet them.

☐ Most selective colleges start to announce their decisions this month. If you are accepted at more than one college, decide which one is best for you. Talk it over with your parents, counselor, family, and friends, and think it through by yourself. Weigh any offers against the factors that are important to you.

☐ If an accepting college requests a non-refundable deposit before you have heard from other colleges that interest you, ask your counselor for advice.

☐ Carefully review financial aid award notices from colleges. Call or write to the financial aid office if you have questions. Don't just look at *how much* aid you are offered; look also at *how much of your need* the award will cover. If you don't get any (or enough) financial aid, ask the college if other financing plans are available to help families meet the costs.

May

☐ **May 1:** Today you must announce your decision about which college to accept, in keeping with the Candidate's Reply Date Agreement. Be fair to all of the colleges that have accepted you, and to students who have been placed on a waiting list. Notify the colleges and your college counselor of your decision.

☐ If you are "wait-listed" by a college and intend to enroll if accepted, call, visit, or write to the admissions director to state your intention and ask how to strengthen your application. Recent evidence of notable academic or other achievements could help.

☐ If you are not admitted to any of the colleges you selected, see your counselor immediately about what to do next.

☐ On May 4-8 and 11-15, Advanced Placement examinations are given in high schools nationwide.

June

☐ As soon as you have been admitted and decide which college to attend, notify that college and respond promptly to all future requests from it.

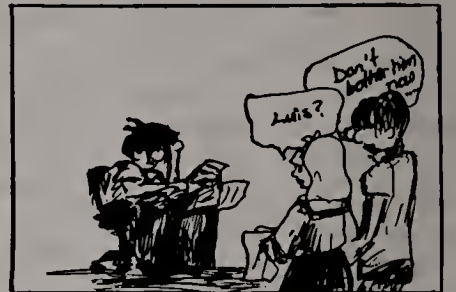
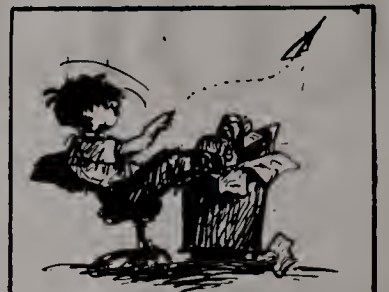
☐ Write to say "thanks but no thanks" to the other colleges offering you admission.

☐ Make sure that you *accept* the financial aid award from the college you decide to attend and *decline* all others so that the funds can be made available to other students. Find out from the college you choose what else you need to do, if anything, to establish and maintain your eligibility for financial aid.

☐ During the summer, read widely and review mathematics. You also may need to work to help finance your education.

Luis

BY JIMMY YAN



CONGRATULATIONS AGAIN!!